**Macbeth Character Hot Seat Learning Activity**

This activity can be undertaken at any point during the study of the play. It is useful as a means of recapping key events and characters’ relationships and motivations.

1. Students prepare 1 to 3 questions each they would want to ask Macbeth or another key character, with the direction that these should focus on asking “Why” questions. This preparation may be completed for homework.
2. The teacher sits in the “hot seat” as Macbeth, or another character from the play, and fields questions from the class about that character’s motivations. To get 100% involvement, students may be required to ask their questions one at a time, going around the room. The difficulty with this is that it makes a lengthy process of this modelling stage. It is advisable to have students take notes on the questions and answers given.
3. Student groups of 4 or 5 members are formed, one for each of the key characters identified by the class or the teacher. An example character list might include Macbeth, Lady Macbeth, Banquo, The Weird Sisters, Malcolm and Donalbain, Macduff, etc.
4. In groups, students take notes on the *key actions* of their chosen/assigned character. This may also include *key dialogue*. The work may be shared in the group, by the members of the group taking an equal share of scenes to parse, for example.
5. Once each group has a complete list of *key actions*, they should discuss their character’s motivations for each action amongst themselves, recording these in preparation for answering questions from their classmates.
6. Groups take turns to sit in the “hot seat”, in the role of their character. One or more students make elect to speak for each group, with the remaining group members giving support in the form of suggested answers to questions asked of the character. Students asking the questions and/or those in the audience should take note of the answers provided.
7. Student notes on key actions and motivations may be shared with all students.

**Note:** It may be advisable to provide thinking time for students to prepare questions for each of the characters represented by a group. It may also be useful for the teacher to contribute one or two questions for each character.

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